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ABSTRACT

The president of Hood College, a liberal arts college for women located in Frederick, Maryland, considers the challenges confronting American higher education and describes what one college is doing to meet them. A description of Hood College and American higher education is provided. Seven sections focus on the following: (1) matters of equity (lack of gender bias, easy transfer, male students, financing, adult continuing education, support for Hispanic students, and women in science); (2) education that empowers (gaining professional experience, mastering skills of social science research, citizenship responsibilities; strategies for surviving in the computer age, graduate programs tailored to community professionals, Hood students abroad, and the core curriculum); (3) new requirements in leadership (answering the call for leadership at home and across the country, Hood alumnae in leadership roles, partnership power, lectures and advice by business leaders, student teams, the honor code, and civic responsibility); (4) the complexity of management (boosting enrollment, governance, endowment growth, the continuing role of alumnae, the living 3-year plan, achievements in fund-raising, and cutting operational costs by energy conservation); (5) Hood's answers in action (from 1893-1987); (6) Hood College in brief (statistical data on students, faculty, alumnae, undergraduate majors, graduate program, financial growth, and revenues and expenditures); and (7) major gifts and grants from 1977-1987. Trustees of Hood College are listed. (SM)

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Answers in Action

The president of Hood College considers the challenges confronting American higher education and describes what one college is doing to meet them.

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On Hood College and American Higher Education

Over the past several years, as I have conferred with other college and university presidents and with leaders of the private sector, I have been struck by how *much* educators are doing to meet the challenges to higher education and by how *little* those outside our own institutions know about these efforts.

At Hood, for example, we have launched a range of initiatives to improve education and to serve the surrounding community and the nation. As a result, Hood has come to be seen nationally as a college where things are happening. But I know from the questions I am asked by educators, alumnae, parents, and the press that little is known about the specifics of our work. This report presents Hood's own particular answers, in the hope that they may be of use to others who are seeking to meet the challenges to higher education.

Only briefly — and at long intervals — does America consider the state of its colleges and universities. The ideological battles that underlay World War II prompted a serious national debate on the quality of education in Western values and traditions. The lasting benefit of that debate has been an almost universal commitment of colleges to provide some form of "general education" to every student, regardless of intended major or career.

The unexpected launching of Sputnik I by the Soviets in 1957 provoked a thorough evaluation of American science education at all levels. By 1965, federal support of science in colleges and universities had increased three-fold, and today science literacy is a curricular goal at most institutions.

The spotlight has turned to colleges and universities again. In the past four years, four major national reports and a flurry of articles in the popular press are challenging us as educators and all Americans as citizens. The concerns that drive this challenge are several: Will the American research and industrial capacity retain its leading edge? Will the next generation of leaders understand and preserve the democratic principles at stake in the great American experiment? Will we effectively respond to the needs of disadvantaged populations, particularly children "at risk," the hungry, the abused, the undereducated, whose numbers are growing across the country? Many institutions of higher education — Hood College among them — are working hard to ensure that the answer to these questions will be yes.

Looking back over the years since 1975 when I became president of Hood, I see the achievements of the College in four broad areas: a commitment to fairness in the treatment of students and staff; the development of an educational program that empowers students to make responsible, confident judgments about their lives; attention to the civic and professional responsibilities that our graduates will assume as they reach positions of leadership; and gratifying success in the management of the College. In the pages that follow, I will describe Hood's work in each of these vital areas.

Hood's record of achievement has gradually brought us to public attention. Historically a fine women's college, Hood has become a reference point in higher education. As other institutions consider extending their educational opportunities to older students, commuters, or minorities, for instance, they often look to Hood as a model. When journalists write of the special role of women's colleges in America today, we are frequently cited as an example. As more and more institutions attempt to measure their educational effectiveness and in other ways use the subtle tools of evaluation developed in the social sciences, Hood is seen as an active pioneer of assessment. And as colleges and universities seek to adjust to changing demographics and needs among college-bound students, Hood's history of flexible change and growth attracts considerable attention.

If indeed Hood has worked through some of the difficult problems of this era in education, what has allowed us to do so? *Collaboration,* in a word. The United States today is passing through a period of some insecurity about its own capacity to remain in the lead, economically and perhaps even ideo-

logically. I join those who, observing this crisis of competitiveness, suggest that the way to security in the full sense of the term is through the building of collaborative relationships among countries, their economies, and their peoples. I believe that those who teach, work, and learn at Hood come to know first-hand the efficacy of such cooperative effort.

This working together begins at a very personal level. During orientation, each student meets her faculty adviser, a mentor who guides her through her years at Hood. In time, the trust that develops between student and adviser extends to classmates and teachers. The honor code, a philosophy that governs relations among students and between students and faculty, promotes mature consideration of and respect for the needs and rights of all members of the Hood community.

While the academic standards of the College oblige every Hood student to "compete" successfully, the spirit of this campus is thoroughly collaborative. Students in our Computing Survival Skills course, for example, work in teams to solve real-life problems. They are evaluated both for individual initiative and for teamwork. Outside class, too, each student's success is made possible in part through community support. This fall 18 Hood athletes succeeded in breaking the world record in the field hockey marathon thanks to the tireless encouragement of fellow students.

Intellectually, too, Hood has brought disciplines together. In a multidisciplinary course called "Violence in American Society," for example, the learning experience goes far beyond what could be achieved by sociology or history or psychology alone.

And as a community, we have transcended the interests of individual constituencies to forge sound solutions to difficult problems — of staffing, curriculum, and institutional direction. We have shared our observations with colleagues at institutions across the country, and we have learned much in the process.

This readiness to work together, as individuals and as a college with other colleges and universities, has earned us more than a proud record of achievement: it has given Hood an unmistakable institutional self-confidence. We know who we are, and why, and we are proud. The credit for this achievement goes to the entire Hood community.

Hood at Work

Matters of Equity

Hood's commitment to fairness begins with a concern for the education of women at the highest possible level and under conditions free from the distorting influence of gender-based prejudice. We have gone beyond this first historic commitment, but we have not lost sight of it. It is precisely Hood's longstanding attention to the educational rights of women that has equipped us to develop programs to serve other groups traditionally at a disadvantage in American higher education. These include older students, both women and men; community college students intent on obtaining a high-quality education in the liberal arts and sciences; minorities seeking leadership posts in key professions, including teaching, so critical in this period of declining minority enrollments at all levels of education; and working professionals who want to enrich their careers and personal lives through study in the special setting of a private college and graduate school.

The extraordinary diversification of the student population at Hood over the past decade reflects a triumph of ideals over habit. Great practical problems confront a college that is determined, as we have been, to serve its community in every way appropriate for an independent institution of liberal learning. Resources must be apportioned under severe constraints of space and schedule. But an even greater challenge confronts the faculty, administration, and alumnae: to stir themselves from the habit of a fixed way of doing things and from the comfort of serving a traditional student population.

In the examples that follow, we take special pride not only that we have overcome purely practical obstacles, but also that we have renewed ourselves in the process.

Freedom from Gender Bias

Gender bias has no place in a community that professes egalitarianism, particularly on the campus of a college for women and governed by a woman. So said Martha Church on assuming the presidency of Hood in 1975. Among her first tasks (second only to balancing the budget), she set out to eliminate gender bias in faculty and administrative salaries. By 1978-79 she had achieved her goal.

What began as a "personal crusade" has become an institutional commitment. Each year the College conducts a thorough review of salaries by rank, gender, and length of service both to higher education and to Hood. Distributed campus-wide, the results show equity in all ranks of professors, in contrast to the national figures for comprehensive four-year institutions, which favor men over women by nearly 7 percent. "We value women as much as men," says Church. "Salary is one important way to show it."

Promotion is another. At Hood, women chair a number of academic departments, head various policy-making committees, and hold many of the College's top administrative posts, including dean of academic affairs and dean of student affairs.

Eager to retain and recruit top faculty and administrators, men as well as women, President Church has also been working hard to boost salaries across the board. Since 1979, faculty salaries have increased an aggregate 92.5 percent. The trend continues upward.

Transfer Made Easy: The Community College Connection

Recognized as a model nationwide, Hood's Transfer with Ease Program breaks down the institutional barriers that so often prevent community college students from transferring to four-year institutions. The program has been so successful that the Ford Foundation recently awarded Hood a grant to assist other women's colleges in setting up transfer arrangements with community colleges in their area.

Since 1981, when Hood introduced the Transfer with Ease Program, the College has admitted as many as 120 new community college transfer students each year. Many of these students either cannot afford four years at a private college or do not consider themselves eligible, because of age or background, for a high-quality liberal arts education.

Hood maintains transfer arrangements with more than 20 community colleges in Maryland and Virginia. As part of the agreement, Hood provides prospective transfer students with academic advising and publishes up-to-date information listing specific community college courses that satisfy core requirements and some major prerequisites at Hood.

Extending the Hood Opportunity to Male Students

After nearly 80 years of service as a liberal arts college for women, Hood opened its doors to male students in 1970, when the educational needs of the burgeoning local population could no longer be met by area community colleges. Controversial at the time, the decision has proved judicious — both for Hood and for Frederick.

In line with its mission first as a women's college and second as an educational resource for community residents, Hood admits fewer than 100 male undergraduates each semester, about 10 percent of the total student population. Most Hood men attend classes part-time, and all commute to campus. Still, they are integral members of the Hood family. They are active in student government, in campus clubs, and on policy-making committees.

Most male students remain in or near Frederick long after graduation from Hood. One served as chief photographer for the local paper. Another is assistant state's attorney for Frederick County. A third is assistant professor of journalism at Hood.

Financing a Hood Education

Despite the dwindling of state and federal funds for financial aid, Hood remains among the few colleges nationwide committed to meeting 100 percent of every student's demonstrated need. In 1977-78, the College awarded $584,000 in grant money from institutional resources. By 1987-88, the figure had nearly tripled to $1.5 million.

Each year 50 percent of Hood undergraduates receive need-based financial aid, with the average award exceeding $7,500. One in five new students receives renewable honor scholarships, ranging from $1,000 to $6,000. Additionally, the College offers students and their families a variety of innovative payment plans and loan programs:

- Under the *Family Tuition Plan*, the first member of a family attending Hood pays full undergraduate tuition. Other family members enrolling the same year, full- or part-time, receive a 25 percent reduction in undergraduate or graduate tuition.
- The *Hood Tuition Prepayment Plan* protects families from subsequent tuition increases by allowing entering students to prepay tuition for two, three, or four years, in cash or through a loan program.
- The *Application Voucher*, given to prospective students by faculty, alumnae, and friends of Hood, waives the application fee.
- The *Farmers and Mechanics Hood Loan*, sponsored by the Farmers and Mechanics National Bank of Frederick, Maryland, offers students not eligible for a Guaranteed Student Loan the opportunity to borrow up to $3,500 per year. The interest is variable, and the principal may be deferred.

Adults on Campus: Continuing Education

In 1970 students 25 years of age or older accounted for 24 percent of all undergraduates enrolled in the nation's colleges and universities. Today the figure approaches 40 percent, and more than half of these older students are women.

Anticipating this trend, Hood College launched a full-scale Continuing Education Program nearly 15 years ago. Under the direction of Dixie Miller, the program has grown from less than 50 adults in 1973 to nearly 400 today, almost one-third of the undergraduate population. Ranging in age from 25 to over 60, nearly three-quarters of Hood's older students are working toward the bachelor's degree in any one of the College's 29 major programs of study. Most attend Hood part-time, many taking classes in the late afternoons and evenings.

Hood paves the way for older students through flexible admission requirements (applicants are not required to submit standardized test scores, for example) and by offering credit or exemption for prior learning. Once admitted, continuing education students, like all undergraduates, are eligible for a variety of grants, loans, and scholarships.

Older students are fully integrated into the Hood community, working alongside 18- to 21-year-olds in class, in student government, and in special-interest clubs. Their "home" on campus is Carson Cottage, where they consult with special advisers, socialize with peers, and attend "learning lunches" and career exploration workshops tailored to older students.

An Education in Two Languages and Cultures

Of the estimated 2.4 million college-age Hispanics in the United States today, only 20 percent are enrolled in four-year colleges and universities. Nationwide, they represent a meager 2 percent of all undergraduates working toward the B.A. or B.S. degree. Hood College is taking steps to change that.

With support from the Fund for the Improvement of Postsecondary Education, Hood launched the nation's first comprehensive program to recruit and support Hispanic students in the early 1980s. Since then the College has enrolled nearly 100 Hispanic women from as far away as Texas, California, Puerto Rico, Colombia, and Venezuela.

Hood's Hispanic students often combine language study with another area of academic interest—anything from chemistry to computer science or management. Many complete internships at embassies and international organizations in Washington, D.C. Some spend their junior year at a university in Spain or live for a semester in the on-campus Spanish House. Together with undergraduates from a variety of ethnic backgrounds, Hispanic students help plan lectures, concerts, and other special events sponsored by the Spanish Club.

Hood provides all the resources—academic advising, peer support, career counseling—necessary for the successful education of bilingual, bicultural young women, who are informed and proud of their heritage. Today graduates of the program are working in businesses, law firms, advertising agencies, government offices, and other organizations that demand fluency in two languages and cultures.

Women in Science: Opening the Door for Younger Generations

Interest in the sciences is on the rise at Hood: increasing numbers of seniors are applying — and gaining entrance — to top medical, dental, veterinary, and other graduate schools. Today biology is among the three most popular undergraduate majors.

While the sciences remain among the professions still dominated by men, Hood students have as their role models prominent women scientists, leaders in their fields. Among them is Ann Boyd, associate professor of biology and director of the graduate program in biomedical sciences. She also heads a research laboratory for the National Cancer Institute and directs Hood's Microinjection Workshop, one of several annual events that draw scientists from around the world. Professor Kathy Falkenstein, whose specialty is genetics, conducts research on potato blight for the U.S. Department of Agriculture. And Sharron Smith, of the chemistry department, has worked as a biomedical researcher for the National Institutes of Health and as a chemist for leading pharmaceutical companies.

Hood scientists invite students to assist them in their research at the on-campus Hodson Science Center, the Frederick Cancer Research Facility, and other nearby laboratories. Undergraduates learn to use sophisticated laboratory equipment rarely found at a liberal arts college.

Communicating the Message of Unlimited Opportunity

By the time I got to know Hood College, it had long been a pioneer in paving the way for women — not only to have options, but also to be comfortable with making choices. Today the College remains a pioneer, communicating more effectively than ever the message of unlimited opportunity: to older and younger women, to minorities, to transfer students from nearby community colleges. The egalitarian spirit that undergirds American society is alive and well at Hood. I know because I have been there, seen it, felt it, and was inspired by it.

Charlayne Hunter-Gault
National Correspondent
The MacNeil/Lehrer NewsHour

Hood at Work

Education That Empowers

A good teacher's most delicate work, I believe, comes in the balancing of support and freedom. Hood's concern with building the autonomy of each student takes the form of countless small choices and judgments made by our faculty in their daily teaching and advising. When the fashion favored granting students a degree of license suited neither to their age nor to the ends of an academic enterprise, Hood kept to a moderate course. Today, as the call for a more rigid curriculum becomes shrill, we are insisting on the value of choice and breadth. In a student's first year at Hood, we lend support based on our knowledge and experience of what constitutes a sound liberal education. But as soon as she is ready, the student is pressed to exercise her own maturing judgment—whether as a research assistant to a faculty member, an intern at the Supreme Court, a foreign exchange student in Strasbourg, or a member of the active student governance structure here on campus.

The setting in which students learn at Hood has a role, too, in teaching them that they have full rights and great capability. The presence of women in positions of authority on campus, for example, counters any tendency to accept the discouraging message that young women may read in the history of our society. And women of signal accomplishments in fields other than education visit the campus and talk with students throughout the year.

At the same time, students see that decisions at Hood are made through consultation, a process in which every segment of the community is heard. Women's studies and minority concerns, rather than residing in programs separate from the rest of the curriculum, pervade our courses and teaching. Building on this foundation of respect for divergent viewpoints, and keeping in balance each student's need for support and freedom, Hood admits girls and graduates women of ability and confidence.

Gaining Professional Experience Is Part of a Hood Education

Senior political science major Lori Walker with Congresswoman Beverly Byron

Hood juniors and seniors in every field of study earn academic credit for completing supervised internships in some of the most influential organizations in the country. At the National Gallery of Art and the Smithsonian Institution, for example, Hood art and history interns assist experts at every stage of installing a major exhibition, from research to publicity. Management and computer science students learn to test innovative software programs at IBM and the National Bureau of Standards. And biology interns work on research projects conducted by world-famous scientists at the National Cancer Institute's laboratories in Frederick.

Hood undergraduates are linked to hundreds of other internship sites in Greater Washington, across the nation, and around the world through faculty contacts, the Career Planning and Placement Office, and the Hood Career Connection, a network of alumnae in a range of professions.

With impressive work experience on their resumés, as many as 80 percent of Hood graduates find employment in their major area of interest during their first year out of college. Thirty percent enroll in graduate school. More than giving students a head start in their careers, however, the internship teaches them that learning is a lifelong process that takes place not only in the classroom but also on the job.

A Sampling of Internship Sites

Hood undergraduates work as interns in cities across the country and around the world. But the richest store of opportunities is found in Greater Washington, where more than 300 organizations open their doors to Hood interns. Among these are:

American Red Cross
Baltimore Museum of Art
Catoctin Mountain National Park
Chesapeake Bay Foundation
Consumer Information Services
Foreign embassies
Frederick Cancer Research Facility
IBM Federal Systems
John F. Kennedy Institute for Handicapped Children
Johns Hopkins University Hospital
Library of Congress
Maryland Ornithological Society
Maryland National Bank
Maryland School for the Deaf
Merrill Lynch Pierce Fenner & Smith
National Aquarium in Baltimore
National Bureau of Standards
National Gallery of Art
National Geographic Society
National Institutes of Health
National Zoological Park
Planned Parenthood
Smithsonian Institution
United States Congress
United States Department of Agriculture
United States Supreme Court
The Washington Post
The White House
WUSA-TV, Channel 9 (CBS)

Mastering the Skills of Social Science Research

What are the causes and solutions of homelessness among urban females? Are first-born, college-age women more career-oriented than their younger sisters? What qualities do people look for most in presidential candidates? These and similar questions provide the focus of senior projects undertaken by students completing Hood's novel social science research concentration.

Open to undergraduates in a variety of majors — management, education, political science, law, economics, social work, and others — the concentration teaches students how to formulate problems, design questionnaires, conduct interviews, and prepare reports, using computers to manipulate and analyze data. These skills are in high demand in an increasing number of fields, as employers are seeking fast, effective ways to predict community needs, assess public opinion, and examine the effectiveness of new products and programs. As an outgrowth of the undergraduate concentration, a new M.A. degree program in applied behavioral and social science research is now available at the Hood Graduate School.

Exercising the Responsibilities of Citizenship

From the tentative freshman to the confident senior, every Hood student has a say in issues that affect life on campus. Undergraduates serve as members and officers of the Student Government Association, which concerns itself with virtually every facet of community life — from academic affairs to food service. Alongside professors and administrators, they cast their vote at meetings of the planning and budget committee, the curriculum committee, and other important decision-making bodies. Students themselves handle the funds and affairs of the more than 30 special-interest organizations, from the campus newspaper to the Black Student Union. They set the rules for the residence halls, and they operate their own judicial system, where they learn the complexities and skills of resolving disputes fairly. Hood gives students the responsibility of self-government because the College believes that the development of responsibility is crucial to a complete education.

Strategies for Surviving — and Thriving — in the Computer Age

Twenty years ago, Hood earned recognition for being among the first women's colleges to introduce computer science courses into an undergraduate curriculum. Today Hood is in the national spotlight again, this time for pioneering a new kind of computer literacy course.

Team-taught by a mathematics and a computer science professor, the course teaches precisely what its title promises: Computing Survival Skills. Unlike traditional introductory courses, which stress the mechanics of programming languages such as Pascal, this one uses an integrated software package with built-in functions for word processing, graphics, telecommunications, databases, and spread sheets. Using these tools, students work in teams to solve everyday problems, from computing interest payments on car loans to making sense of graphs and charts in the daily newspapers.

Graduate Programs Tailored to Community Professionals

When in the 1970s Frederick County experienced a dramatic influx of young adults from nearby urban areas, Hood College responded by introducing graduate programs of direct relevance to rising professionals in the community. From its modest enrollment in 1972 of 86 students in one area of study, the Hood Graduate School has steadily expanded. Today it serves nearly 800 women and men in 12 degree programs.

Especially popular is the M.S. program in biomedical sciences, which draws both faculty and students from the National Cancer Institute, Frederick's second largest employer. Enrollment is soaring as well in Hood's graduate programs in management and computer science, which train professionals for top positions in the region's more than 2,700 businesses. Hood graduate students attend part-time, with courses scheduled during the late afternoons and evenings.

Hood Students Feel at Home Abroad

As air travel and telecommunications bring nations closer together, professionals in practically every field come in greater contact with their foreign counterparts. Twenty years ago, Hood College launched the Junior Year in Strasbourg Program to prepare young women for life and work in an increasingly international world.

Based at the University of Strasbourg, one of Europe's oldest and most distinguished institutions, the Hood program draws students from colleges and universities across the United States. The most advanced students qualify for internships at museums, banks, international organizations, and other sites in Strasbourg. Hood now offers advanced undergraduates in every major the opportunity to study for a summer, semester, or full year at universities in Germany, Spain, Austria, Japan, India, and the Dominican Republic.

A Formula for Knowledge: The Core Curriculum

In the early 1980s, Hood College introduced a rigorous, well-balanced core curriculum with two missions in mind: first, to ensure that every Hood student would develop the solid communication and computing skills needed for advancement in any profession; and second, to give students first-hand exposure to the different ways sociologists, artists, historians, scientists, and other scholars address universal issues and questions. Is the core curriculum accomplishing these goals?

To answer that question, Hood launched a thorough evaluation in 1986, following graduation of the first class to have completed four years of college since the introduction of the core. Among other efforts, the College reviewed transcripts and interviewed faculty, administrators, and students, analyzing the results in the light of changing professional needs. Several suggestions are now under consideration. Foremost among these are the addition of two core courses that stress team problem-solving, so essential in the business world, and the introduction of more stringent writing requirements across the curriculum.

Toward a Life of Significance

The aim of higher education must be not only to prepare the young for productive careers, but also to enable them to live lives of dignity and purpose; not only to generate new knowledge, but also to channel that knowledge to humane ends. These goals are at the heart of Hood College. Through classroom learning, student government, internships, community service, and more, the Hood experience prepares students to meet civic, social, and moral obligations in the neighborhood, the nation, and the world.

Ernest L. Boyer
President
The Carnegie Foundation for the Advancement of Teaching

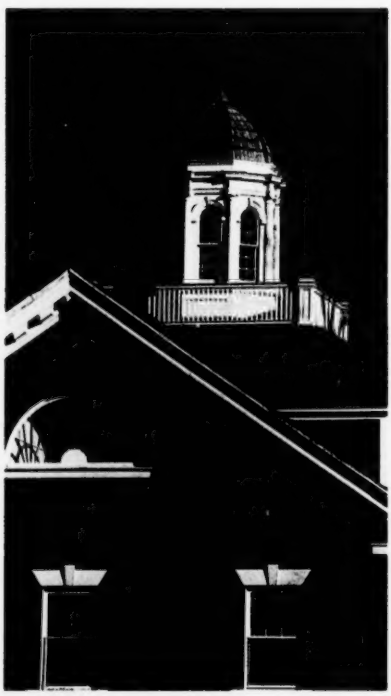
New Requirements in Leadership

I do not believe that today's college students are any less concerned about the welfare of others than the students of past generations. Yet I applaud the initiatives at Hood and elsewhere to strengthen the sense of civic responsibility among students who, in part by virtue of their education at private colleges like Hood, will attain positions of influence in the world of the next century. We must redouble our efforts to equip students to meet these responsibilities, because in today's world the difficulties of civic leadership are truly intimidating.

As the population has become geographically and socially mobile, opportunities for leadership in American communities have begun to extend beyond the established, mostly male network. The leaders of the new America will be individuals diverse in background, values, and education. But for such a cadre to exercise leadership together today and in the decades ahead will require sensitivity to the interests of others, practice in collaborative problem-solving, and an appreciation of the civilizing potential of democratic governance.

It is against this background that Hood works to prepare students — and faculty and administrators — for increasing levels of leadership responsibility.

The elements in this preparation are several. As students come to grips with thorny philosophical and social questions in their core courses and in later studies, they develop a tolerance for ambiguity and for the absence of clear solutions in the world they will enter. As students learn to synthesize material from many fields in interdisciplinary courses and concentrations, they prepare themselves for the challenges of problem-solving in an increasingly complex world. And as they exercise responsibility within the Hood community and render service in the Greater Washington area — often alongside Hood faculty and staff — they confirm their conviction that service is a part of the life rightly lived. The example of our alumnae demonstrates how well these lessons have been learned.



Answering the Call for Leadership — At Hood and across the Country

The preparation of administrators to serve not only the College but also higher education is part of Hood's answer to the call for leadership. Hood is distinguished as a launching ground for college administrators in part through its association with the American Council on Education's program of fellowships in academic administration.

With the full support of the College's administration, five Hood faculty and staff have won fellowships in the past decade to work for one year in higher education administration, at Hood or another institution. Among the fellows from Hood, two have moved into leadership positions at Denison and Johns Hopkins universities. Two more have been promoted to positions of broader responsibility at Hood. The fifth is now entering his fellowship year. In addition, the College has hosted three guest fellows from other colleges and universities, with top administrators acting as mentors and advisers to these candidates for leadership.

Examples That Inspire: Hood Alumnae

Among the 10,000 Hood graduates across the nation and around the world are many leaders in service to others. Eva Sayegh Teig, class of '65, serves the Commonwealth of Virginia as secretary of human resources. Mary Margaret Stevenson, class of '73, through her work as an immunology researcher at McGill University in Montreal, pursues knowledge that may ultimately yield a healthier, longer-lived population. And Leslie Miko, class of '77, serves the city of San Francisco as deputy director of the Commission on Aging.

Other Hood alumnae include a congresswoman, an oceanographer with the National Marine Fisheries Service, a public health officer with the U.S. Indian Health Service, and an award-winning reporter on consumer affairs. Hood students not only hear about the successes of these graduates, but they also observe them in their work and talk with them on campus. Their achievements inspire each new generation of students to reach for their highest ambitions.

Harnessing the Power of Partnerships

Convinced that complex problems can best be solved through collaborative effort, Hood College is an active partner in addressing issues both on campus and off. Among Hood administrators, President Church sets the example. She has held such nationally important posts as chair of the board of directors of the American Association for Higher Education. Now she is active as a trustee of the Carnegie Foundation for the Advancement of Teaching and as a board member of several higher education advocacy groups.

Together with other college executives, President Church recently contributed to *Opportunity in Adversity*, a book that outlines decisive actions taken by Hood and other institutions. In another collaborative project, overseen by Dean of Academic Affairs Barbara Hetrick, Hood is participating in a consortium of seven institutions seeking ways to measure the value of a college education.

Hood faculty, too, collaborate with colleagues across the country through participation in workshops, leadership of national organizations, and contributions to professional journals. Juana Amelia Hernández, for one, serves as president of the American Association of Teachers of Spanish and Portuguese. Her efforts to improve the teaching of foreign languages and literatures in high schools and colleges have earned her recognition as one of the nation's top college educators.

Business Leaders Speak from Experience

Hood's Executive-in-Residence Program gives students an insider's view of some of the nation's leading financial and business organizations, including those owned and operated by women. Each semester a prominent executive from Dow Jones' *Wall Street Journal*, Manufacturers-Hanover Trust, Beneficial Corporation, or another such corporation comes to campus to lecture, offer career advice, and meet informally with students.

In a typical residency, William L. Dunn, executive vice president of Dow Jones & Co., Inc., spoke to journalism students about ethics and to management and business classes about the deregulation of the communications industry. From such an exchange, students gain insights into real management problems and solutions. Top executives enjoy the opportunity, in the words of Finn M. W. Caspersen, chairman of the Beneficial Corporation, "to spend time where knowledge is generated and ideas debated."

Students Team Up To Solve Problems

From their first years at Hood, students learn to collaborate effectively with one another, in class, in student government, in campus organizations. As seniors, they may choose among a variety of seminars that challenge them to solve problems or to undertake practical research projects in teams. Examples range from studies of the economic impact of Hood College on the community of Frederick, to participation in a multicollege, computer-simulated exercise involving the creation and testing of strategies of international diplomacy. The College is now planning two core courses that stress collaborative problem-solving, one on the uses of technology, the other on the responsibilities of citizenship.

The Honor Code: A Standard for Responsible Conduct

Through special challenges set up by the honor code, all Hood students learn the obligations and satisfactions of exercising personal responsibility. They build and strengthen the skills of leadership, for example, by handling the funds and affairs of all campus organizations. They schedule their own exams and take them without faculty supervision, a valuable exercise in self-discipline. And they develop a thoughtful concern for the needs and rights of others through an everyday adherence to principles of honesty and moral and intellectual integrity. Every Hood student is "on her honor" to be worthy of the trust generated by the honor code. For many, this constant examination of personal principles becomes a habit for life.

Pioneering Programs Build Civic Responsibility

Leadership, philanthropy, and community service are legitimate areas of intellectual inquiry seldom examined in college curricula. Hood is among the few exceptions.

Through a grant from the Exxon Education Foundation, the College has initiated programs of leadership training for first-year students and elected officials of student organizations. With institutional funds, the College has created a Volunteer Center to coordinate student service to the community. Each semester the Center helps match as many as 350 Hood students with volunteer

positions in schools, nursing homes, halfway houses, and other nonprofit organizations in Frederick. The College is now seeking funding to offer an interdisciplinary, team-taught course on leadership in public service, developed by four Hood faculty. Students enrolled in the course will work at the Volunteer Center and in the local community, putting into practice the theoretical ideas learned in leadership and philanthropy studies.

Hood Takes the Lead in Preparing Women for Leadership

At a time when women were denied the right to vote and many other attributes of citizenship, Hood College was founded to prepare its students for lives of responsibility and citizenship. As a result, Hood graduates have directly contributed to the positive changes that have altered the political and social character of the nation. It is a story of success in education and leadership by example.

Charles McC. Mathias, Jr.
Former U.S. Senator
from Maryland

Hood at Work

The Complexity of Management

The complexity of the task of managing colleges and universities in the present era has the potential to undermine these very institutions. The danger is not that managers will not be found who can balance budgets in a fast-changing environment, but that in performing this feat they will slight educational leadership. Hood, subject to a fairly typical array of financial pressures and demographic changes, has succeeded by pursuing its educational mission in new ways, while fortifying the College's financial status. One condition for this achievement is simply a fact of good fortune: our alumnae, a number of foundations, and other friends have been steady supporters of our work.

But as a college we have created another critical condition allowing us both to realize our aspirations as an educational institution and to meet our responsibility as conservative managers: significant choices affecting the allocation of scarce resources have been taken up boldly, and consensus has guided the decisions of the administration and the trustees.

Similarly, we have been engaged over the past decade in a broadly participatory process of long-range planning. At first formal and structured, this process has gradually been internalized, so that Hood can quickly evaluate and selectively act upon opportunities, without the hesitancy that arises when the common purpose has not been defined.

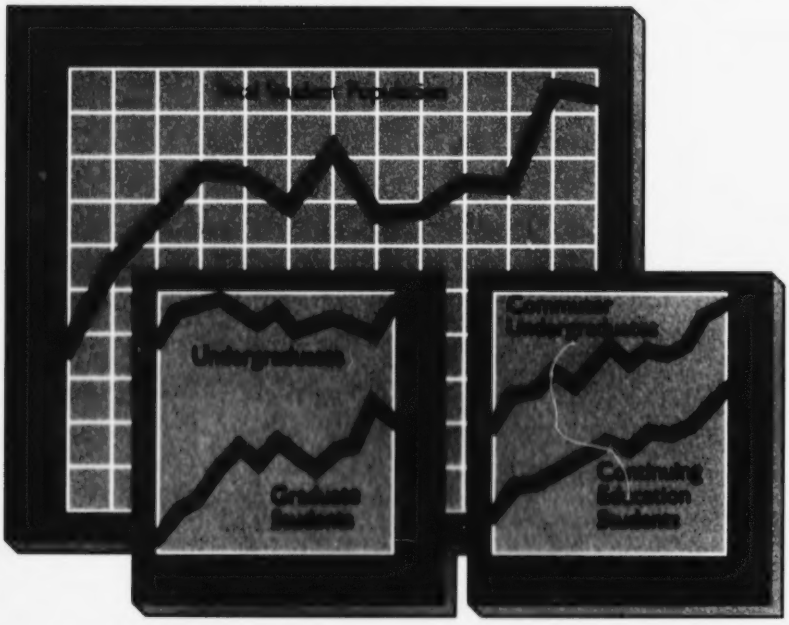
And in the refining of our educational program, though the curriculum committee has led the way, the faculty as a whole has been an active force. To the extent that curricular change is rooted in full faculty deliberation, it is implemented with enthusiasm and understanding in the classrooms and laboratories of the College.

Much attention is understandably paid today in the professional journals and popular press to relatively mechanical solutions to problems in enrollment, institutional development, and curriculum planning. We at Hood are happy to report on the measures we have tried and, in many cases, found useful. But I would emphasize in closing that the most important single factor in our successful self-management as a college has been the commitment of all Hood constituencies to a careful working-through together of these vital issues.

Boosting Enrollment Despite National Trends

In the past 12 years, enrollment at Hood has increased, first dramatically, then steadily. This growth came at a time when colleges nationwide faced declining numbers of traditional students. Hood responded first by accepting and analyzing this demographic reality, and then by opening its doors to a greater diversity of students: older women continuing their education, male commuters, and community college transfer students. Active recruiting efforts also brought increasing numbers of blacks and Hispanics as well as international students.

Enrollment Growth 1975-1987

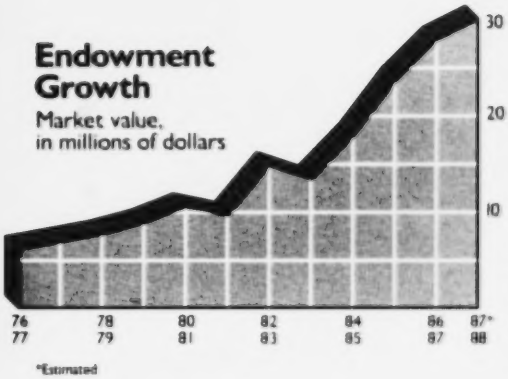


Between 1975 and 1987, the College doubled its enrollment of graduate students, tripled the number of degree candidates in the continuing education program, and increased the number of commuter students markedly. This growth is partly attributable to the careful communication of Hood as a women's college that is nonetheless ready to serve the educational needs of all qualified students in the surrounding communities.

Government of, by, and for the Institution

Representatives from every segment of the Hood community participate in the College's democratic system of governance. Practically every major issue, whether financial, academic, or residential, is considered by a task force or committee comprising administrators, faculty, and students. For example:

- The College budgeting process is guided by the planning and budget committee, which includes both student and faculty representatives. The committee has access to all documents except those listing individual salaries.
- New educational programs are formulated with the full participation of faculty, administrators, and students. One example is the core curriculum, which is being reshaped by a committee of elected faculty representatives, a student representative, and the dean of academic affairs.
- An elected group of five faculty, three tenured and two untenured, meets periodically with an executive group from the board of trustees to discuss institutional policies and share insights arising from their everyday association with students.



Endowment Growth: An Investment in Hood's Future

Hood's endowment in the past 10 years has increased from $6.8 million to $30 million (as of early October 1987). In the same period, endowment investments have generated a total return of $20.3 million. The growth of the endowment has been achieved through professional investment management selected by the trustees and by adherence to prudent, conservative investment policies. Also instrumental in the steady growth of the endowment have been generous gifts from supporters of Hood College, in particular the Beneficial-Hodson Trust. Since the mid-1970s, yearly gifts from the trust have been used to enhance the endowment by $9.5 million in market value.

Hood Alumnae Capture the College Spirit

Long after graduation, Hood alumnae continue to take active roles in campus life. Their efforts support such crucial areas as admissions, career planning and placement, communications, fundraising, and programs for minority students. For example:

- ☐ *The Alumnae Admissions Program* fosters a strong recruitment network. Volunteers across the country represent the College at high school recruitment meetings, contact prospective students by telephone, and support the admissions staff.
- ☐ *The Hood Career Connection* provides students with practical information and job-hunting advice. Alumnae talk with students, serve as panelists in career forums on campus, and invite students to "shadow" them through a working day.
- ☐ *The Alumnae Public Relations Outreach Network* assists Hood in publicizing its accomplishments in newspapers, magazines, and the electronic media.
- ☐ *The Council of Alumnae in Support of Hood* works to involve alumnae in fundraising activities.
- ☐ *The Minority Alumnae Network* provides Hood's minority students with advice and support on campus. They also volunteer their services in recruitment and career development.

Vitality in Management: The Living Three-Year Plan

Hood College is among the first institutions of higher education to recognize the importance of objective, continuing self-assessment. For the past decade, the College has functioned on a "living" three-year plan, which involves reviewing the past year's efforts, adjusting objectives for the year ahead, and planning for one year hence. With the help of a $950,000 grant from the federal Advanced Institutional Development Program, Hood has implemented model systems for the planning, management, and evaluation of its programs and services. Newest among these is a sophisticated procedure for analyzing trends in education, demographics, economics, and other vital areas. Such systems enable the College to change course quickly in response to unforeseen events and in anticipation of new developments on the horizon.

Achievements in Fundraising

Over the past decade, annual giving to Hood has grown by more than 10 percent each year to a total of $3.7 million in 1986-87. Because of achievements in the early 1980s, Hood ranked 11th in total annual giving among 73 women's colleges. The 1983 New Horizons for Hood Campaign, for example, surpassed its goal of $8.8 million to raise more than $9.5 million.

Other accomplishments reflect Hood's strong commitment to the management of fundraising: the President's Roundtable, established in 1979 to honor individuals making gifts of $1,000 or more, has grown in membership from 100 to nearly 270; the Second Century Society, established in 1984, honors donors of gifts greater than $25,000; and the pilot LIFEndowment Program, offered in 1985, will produce $1.1 million in future income through group insurance.

Among alumnae, the percentage of donors has risen from 40.5 in 1982-83 to nearly 48 in 1986-87. This commitment to improving Hood's financial health and to ensuring its continued vitality is shared by students as well. Through the Senior Challenge Program, each graduating class in recent years has pledged more than $25,000, to be given to the College within the first five years after graduation. More than half the seniors in each class participate in the program.

Cutting Operational Costs: The Energy Conservation Program

In the late 1970s, when fuel prices soared, Hood College embarked on an intensive energy-saving program that has yielded a cumulative cost avoidance of $781,500 in fuel expenses. Among other steps, the College decentralized its heating system and installed storm windows in all campus buildings.

These efforts attracted the attention of the Washington Gas Co., which in 1984 agreed to a five-year plan to improve energy efficiency in all campus buildings by replacing defective or outdated equipment and installing heat recovery systems. Washington Gas now controls the temperatures in main campus buildings through a remote computer hook-up. The savings from these measures have more than offset the costs.

In a third effort to contain energy costs, the College has arranged to buy natural gas for the heating of most campus buildings at a special rate from the Frederick Gas Co. This has yielded a $63,500 cash savings to the College since the purchasing program began in the fall of 1986.

Model Management

Institutions of higher learning are the world in microcosm: a balance must be maintained between urgent issues and competing interests. Few among us can appreciate the complexity of directing such an enterprise. Effective governance demands sensitivity and subtlety coupled with decisiveness. Hood College's steady progress over the past decade is an achievement to be celebrated.

Elizabeth McCormack
Associate, Rockefeller Family and Associates
Former President, Manhattanville College

For Nearly a Century—
Hood's Answers in Action

1893 Hood College is founded with the full expectation that women will enter the world of work. In its first year, the College enrolls 83 students, taught by 8 faculty.

1908 Recognizing that work in the home is a subject worthy of scientific study, Hood institutes courses in domestic science. Within a decade, the College grants the bachelor of science degree in home economics.

1929 To provide for the needs of working mothers on campus and in Frederick, Hood College establishes a nursery school.

1936 Hood receives a gift of $9,900 from the Hodson Trust, the first of many gifts that would total $11.2 million 51 years later.

1967 Recognizing the increasing importance of multicultural awareness, Hood launches the Strasbourg Program, enabling juniors to spend a year of study at one of Europe's oldest, most distinguished institutions.

Hood is among the first women's colleges to introduce computer science courses in an undergraduate curriculum. The same year, the National Science Foundation grants Hood funds to incorporate the computer in the teaching of chemistry.

1971 The Graduate School is established to serve working professionals seeking a high-quality, part-time degree program.

In an effort to open the Hood opportunity to all qualified undergraduates in the community, Hood College admits its first male commuter students.

1975 Martha E. Church becomes the first woman president of Hood College.

Hood establishes the Internship Program, awarding credit for supervised professional experience.

1976 The Harvard Business School selects Hood to be the subject of a comprehensive case study on meeting the challenges of college enrollment management. The study has since been incorporated in two management textbooks and a number of business school curricula.

1978 Hood College and the National Cancer Institute formalize a partnership affording students opportunities to serve as interns and research assistants at the Institute's laboratories in Frederick.

1985 Recognized as a model in developing effective transfer agreements with community colleges, Hood receives a grant from the Ford Foundation to assist other institutions in establishing such agreements.

1987 Hood ranks number five among smaller comprehensive colleges in the nation in a survey of college presidents by *U.S. News and World Report*. In the 1985 survey, Hood ranked number one among such colleges in the eastern United States.

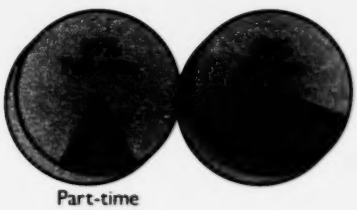
Hood College in Brief

Students

Hood College enrolls more than 1,160 undergraduates and 800 graduate students from as many as 25 different states and 15 foreign countries. Hood students include whites, blacks, Asians, and Hispanics, as well as a number of men who commute to campus from the surrounding community. About 30 percent of Hood undergraduates are older students continuing their college education. The charts below refer to current undergraduate students.

Faculty

With more than 100 faculty members, Hood College maintains a low student to faculty ratio, 12 to 1, and a small class size, 15 students on average. Seventy percent of Hood faculty hold the Ph.D. or highest degree in their field.



Alumnae

More than 10,000 students have graduated from Hood since the College's founding nearly 100 years ago. As many as 3,800 have graduated in the last 10 years alone. Today Hood alumnae live in more than 40 states and 25 foreign countries.

Undergraduate Majors

Hood College grants the B.A. and the B.S. degree in 29 major fields of study. All the major programs combine rigorous coursework in the liberal arts with practical experience in the field.

Art
Biochemistry
Biology
Chemistry
Communication Arts
Early Childhood Education
Economics
English
Environmental Studies
French
German
History
Home Economics
Information and Computer Science
Latin American Studies
Law and Society
Management
Mathematics
Medical Technology
Philosophy
Political Science
Psychobiology
Psychology
Religion
Religion and Philosophy
Social Work
Sociology
Spanish
Special Education

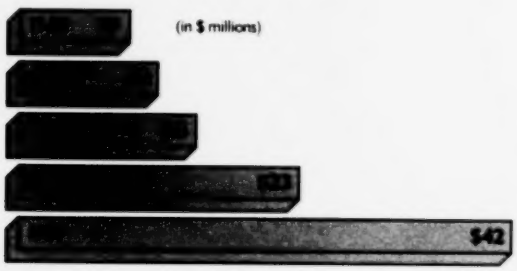
Graduate Programs

The Hood Graduate School was established in 1971 to serve professionals seeking a high-quality, part-time degree program. Today more than 800 women and men from the nearby community are working toward the M.A. and M.S. degrees in 12 fields of study.

Administration and Management
Biomedical Sciences
Computer and Information Science
Contemporary Government
Early Childhood Education
Elementary School Science and Mathematics
Environmental Biology
Home Economics
Psychology
Public Affairs
Reading Specialist
Special Education

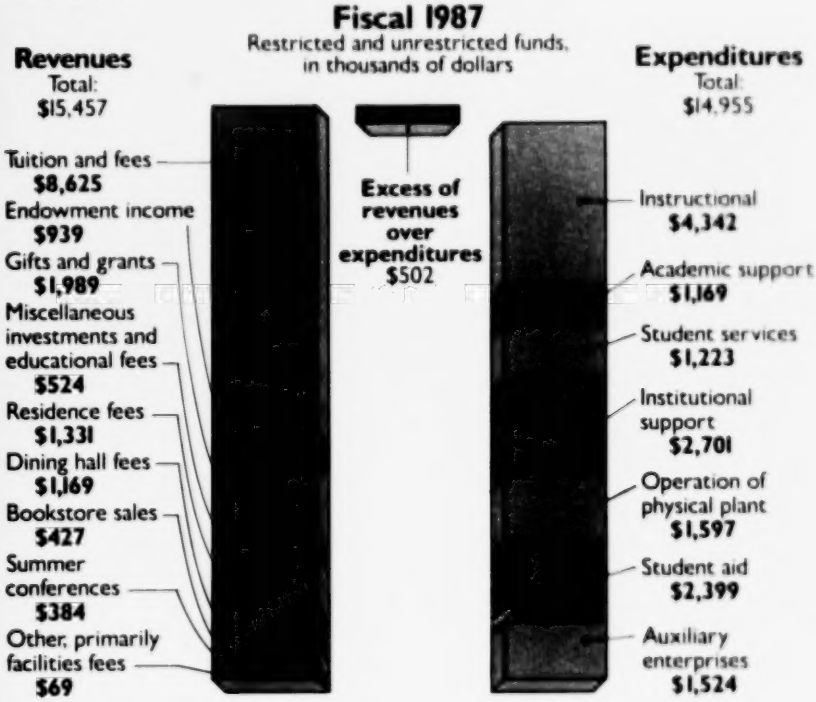
Financial Growth

From 1968 to 1987 Hood's net worth (fund balance) has increased 450 percent. Today the book value of the College's fund balance is $42 million. The market value is estimated at $82 million. The figures below represent the College's fund balance in millions.



Revenues and Expenditures

Hood College has maintained a balanced budget in 11 of the last 12 years. In 1987 the College reported an operating surplus of $502,000. The figures below represent restricted and unrestricted funds, in thousands of dollars, for fiscal 1987.



Major Gifts and Grants
1977 to 1987

Donor	Amount	Purpose
Hodson Trust	$6,391,000	Beneficial-Hodson Fund for Academic Excellence (honor scholarships and faculty fellowships)
Clyde and Julia Thomas Trust	2,200,000	Named professorships
State of Maryland	995,000	Improvements to Hodson Science Center, Marx Resource Management Center, and Williams Observatory
Title III U.S. Department of Education	950,000	Academic program development and planning
Anne Giles Whitman, Class of '52	739,000	Establishment of Giles Chair in Early Childhood Education and Giles Scholarship Fund
Pew Charitable Trusts	495,000	Hodson Science Center; purchase of VAX 11-780 computer; establishment of microform room in library
Kresge Foundation	400,000	Hodson Science Center; Marx Resource Management Center
Charles A. Dana Foundation	300,000	Challenge grant for Marx Resource Management Center
Hodson Trust	270,000	Comprehensive marketing study
Hodson Trust	250,000	Endowment for maintenance of Hodson Science Center
Huntsinger Family	250,000	College lecture series
National Science Foundation	250,000	NSF/CAUSE grant for establishment of Academic Computing Center
Fund for the Improvement of Postsecondary Education	150,000	Extension of educational opportunities to Hispanic women
Mr. and Mrs. Lawrence Marx, Jr.	100,000	Marx Resource Management Center
Beneficial Corporation	75,000	Establishment of Academic Computing Center
Potomac Edison Company	50,000	Demonstration Apple II GS computer classroom
Consortium for the Advancement of Private Higher Education	43,000	Comprehensive marketing study
National Endowment for the Humanities	37,000	Pilot honors humanities course
Ford Foundation	35,000	Enhancing transfer opportunities from community colleges to women's colleges
Exxon Education Foundation	26,990	Development of programs addressing leadership and volunteerism

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Civic leader
Hagerstown, Maryland

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Hood College
Frederick, Maryland 21701
(301) 663-3131